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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **10** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | Traditional genre: The Profile Essay  Whole class will read. “The Amazing Miss Bessie.” This is an entertaining essay about an educator’s lasting influence on the students she encountered. |
| **5** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.**  You are creating mini-profiles for your game concept. This is an example of a profile essay. Refer to Norton Field Guide for features of the PE. Does this essay adhere to the requirements?  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Profile essay, angle |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Continued discussion of creating profiles. Focus on the features. The challenge is to keep the profile interesting in spite of the limited space of your mini profile. Try using vivid details and an angle that suggests your uniqueness. |
| **5** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Whole class must decide how else the game will progress. What else, for example, should be shared about Rm 314 should be shared? Writing samples? Class projects? Creative writing samples? Videos? |
| **5** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Story board of complete concept for game. Name of the game and all revelatory elements should be identified. |
| **10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | **Group 1**, design team will present decision for the interface image to whole class. Design team will discuss rationale for image in relation to the theme of presenting Room 314.  **Group 2**, content management, will present prototype of student mini profiles. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Run-through of game concept with story board. |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |